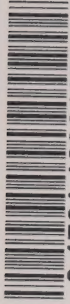


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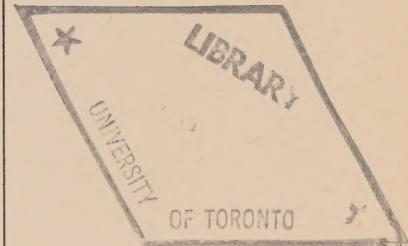
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# The Queen's Silver Jubilee

Government  
Publications





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# Minister's Message

This year, Her Majesty Queen Elizabeth II celebrates the twenty-fifth year of her reign as Queen of Canada. This kit is intended to help teachers who are planning to undertake studies of the Crown and the Commonwealth as a prelude to the numerous Jubilee celebrations in which students may take part during the spring and summer.

It is hoped that for most students the first Jubilee ceremony of the year will be an observance in their own school, possibly on May 20th. While the presentation of Jubilee medallions to students should be the highlight of these ceremonies, the students themselves should have some part in planning the remainder of the program. It seems to me that it is important for students to feel that they are paying a personal tribute to their Queen on the occasion of her Silver Jubilee. I hope, therefore, that a student committee will work with teachers in planning this important event.

In order to give the occasion additional emphasis, the school principal might consider inviting the local Member of the Ontario Legislature to be present at the ceremony and possibly to present the medallions to some or all the students.

The suggested activities and resources contained in this kit are intended only as starting points. It is my earnest hope that they will form a basis for studies through which the young people of Ontario will gain an understanding of the ideals and traditions symbolized by our Queen. In this way, the ceremony conducted on May 20th will be a meaningful occasion for all students - a rare opportunity to experience a special sense of community with Commonwealth students throughout the world and to express their personal appreciation of the part played by the Crown in our history and traditions.



*Tom Wells*

Thomas L. Wells  
Minister of Education





# Premier's Announcement



*Premier William G. Davis announced Ontario's observance of the Queen's Silver Jubilee in the following words:*

TORONTO—1977 marks the Silver Jubilee of Her Majesty, the Queen of Canada—the 25th anniversary of Her Majesty's accession to the throne. Queen Elizabeth II succeeded her father, King George VI, on February 6, 1952, and was crowned at Westminster Abbey, London, on June 2, 1953.

On this happy occasion the Government and people of all origins in Ontario join with all Canadians in marking this celebration. While the Sovereign's position commands respect in itself, it is Her Majesty's gracious, humane, and compassionate discharge of her responsibilities which evokes devotion and loyalty on a very immediate and personal level.

The Government of Ontario welcomes the opportunity to express again its genuine affection to our Queen and plans a number of events to facilitate a broad expression of our public sentiment.

The Ministry of Culture and Recreation will be, for example, announcing special efforts to recognize the Silver Jubilee through their cultural and sports programs.

In past years, it has been the custom for Ontario students to mark Commonwealth and Citizenship Day with programs that affirm their feelings towards Canada and the Commonwealth. This year the Ministry of Education will prepare a special resource booklet to suggest ways to study citizenship in the context of the Crown and the Commonwealth. It will also provide ideas for teachers to begin preparations for the Silver Jubilee celebrations.

The traditional Dominion Day Festival at Queen's Park on July 1 will be planned around the Silver Jubilee theme. There will also be other cele-

bration events across Ontario involving our young people and senior citizens and multi-cultural communities.

The Ontario celebrations will be co-ordinated by an interministerial committee consisting of representatives from the Premier's Office, Ministry of Culture and Recreation, Ministry of Education, Ministry of Government Services, Ministry of Treasury, Economics and Intergovernmental Affairs, and the Ontario Multiculturalism Council. (The Committee will be chaired by Mr. Robert Cook, Executive Officer in the Premier's Office.)

The thrust of our program will be to ensure maximum participation by citizens at large in an occasion which marks not only the Silver Jubilee of our Head of State, but the vitality and relevance of a constitutional structure which preserves the rights, dignity, and freedom of all citizens before government and the law.











# Symbols of Canada and the Commonwealth





A country's national anthem is its official patriotic song or hymn. It is customary to play the national anthem at ceremonial occasions or public gatherings. Although most Commonwealth countries have official anthems of their own, all have "God Save the Queen" in common.

In Ontario, there are official regulations governing the use of the anthem and the flag in schools. Regulation 19 states that "*God Save the Queen* or *O Canada*, or both, shall be part of the daily opening or closing exercises in a school". (Ontario Regulation 339/66, s.4)

It should be mentioned that excellent recordings of "O Canada" may be obtained from:

GLC Publishers Ltd.  
115 Nugget Avenue  
Agincourt, Ontario  
M1S 3B1

*RCA 57-3386* The Mendelssohn Choir and the Toronto Symphony. Includes an English and a French version, and two separate orchestral versions.

*RCA 57-3287* The Montreal Elgar Choir. This recording also includes "God Save the Queen".

The flags of Canada and Ontario will no doubt be prominent features in any ceremony for the Queen's Silver Jubilee.

The emotional impact a flag has for adults is the product of long experience. Students need to have good experiences provided in schools and elsewhere in order to develop a full and rich emotional response to our flag.

A project on the flags of Canada and Ontario and the Union Jack might appeal to some students. Such a study could centre on the history of the flag or it could be expanded to cover the history of flags and national symbols in general, going back as far

as the distinctive banners of medieval knights. The more practical functions of flags should also be considered: for example, before the advent of radio, ships at sea communicated with each other by means of such symbols as flags. A project on flags could embrace considerable art work as well as historical research.

Students might also like to know procedures for showing respect to the flag as outlined by the former Secretary of State for Canada:

The flag may be displayed flat or flown on a staff. If flat, it may be hung horizontally or vertically. If vertical, the flag should be placed so that the stem is to the right as seen by the spectators.

When used in the chancel of a church or on a speaker's platform, the flag should be flown to the right of the speaker; when used in the body of a church or auditorium, it should be flown to the right of the audience or congregation. The flag must never be used to cover a speaker's table, nor should it drape the front of a platform. It must never touch the floor.

The flag may be used for the unveiling of a monument, tablet, or picture if the occasion is appropriate, but the flag itself must be treated with respect and, again, it must not at any time touch the floor.

In a procession where several flags are carried, the Canadian flag should be in the position of honour at the marching right or the centre front.

When two flags are flown together, the Canadian flag should be on the left as seen by spectators in front of the flags. If a number of flags are being flown, two Canadian flags are required, one at either end of the line. When three flags are flown, the Canadian flag must always be flown in the middle.

No flag must ever be flown over the Canadian flag.

When a flag becomes worn, noticeably faded or otherwise unfit for service, it should be disposed of privately by burning.



# Royal Ladies

When Queen Elizabeth II came of age (in 1947) she broadcast a message of dedication to the Commonwealth of Nations, pledging her whole life to the welfare of her people.

It is a touching picture to recall: a small, rosy-cheeked, and radiant girl speaking in what was then a high-pitched but earnest young voice. Her pledge was also reminiscent of her great great-grandmother, Queen Victoria, who, upon finding out that she would be queen one day, is believed to have said, "I will be good".

There is no record of an incident of this kind in the life of the first Queen Elizabeth, although there is no question that she single-heartedly

devoted her life to her people through a reign of forty-five years. Queen Victoria was on the throne for an even longer period—nearly sixty-four years. Other queens of the past have reigned for shorter periods—Queen Anne, Queen Mary II, the first Queen Mary, Queen Mathilda, and little Lady Jane Grey, who only reigned for nine days.

Those who might be called the "long-reigning" queens were noted for their devotion to the ordinary people of their realms. Queen Elizabeth I always made a point of showing her love for her people—in speeches, in sudden visits to the homes of her people, and in unexpected gestures; hundreds of charming anecdotes survive to show the close tie that existed between this brilliant, complex



woman and her subjects. Queen Elizabeth's reliance on the people's support was a beginning on the long road to democracy.

Queen Victoria's early days on the throne did not suggest that she would be heading in this direction. Her first prime minister, Lord Melville, advised her not to read *Oliver Twist*, then a new book, because it dealt with "paupers and criminals and other unpleasant subjects". It is to be hoped that these words never reached the ears of Charles Dickens, who once told his friends that he was so touched by the picture of this innocent young girl on the throne that he often walked the streets outside Buckingham Palace all night. He also said that the character of Little Nell (in *The Old Curiosity Shop*) was based in part on his vision of the Queen.

Despite this inauspicious beginning, Queen Victoria's love for her people grew to the point where, in her middle years, she agonized over the sufferings of "my dear soldiers" in the Crimean War. It was for this reason that she enthusiastically supported the work of Florence Nightingale, the founder of modern nursing, and at that time the reformer of battlefield hospitals. The change in Queen Victoria was undoubtedly the result of her marriage to Albert, Prince Consort, who, early in their marriage, invited Lord Shaftesbury, the reformer, to Buckingham Palace to give the Queen a first-hand account of the evils of child labour. Albert himself was influential in such organizations as the Labourers' Friend Society.

Like her predecessors, Queen Elizabeth II is noted for her sense of duty to her people. When she was still a child—in fact, soon after she became heir presumptive at the age of ten in 1936—Elizabeth said wistfully that if she weren't to be Queen she would like to be "a lady living in the country with lots of horses and dogs".

In fact, the Queen has proved herself to be a hard-working monarch; she is punctual and indefatigable throughout countless public engagements and appearances, most of them far from her beloved countryside.

There are, however, stories that indicate a youthful exuberance and sense of fun in the Queen. For example, at the end of the Second World War, Elizabeth, then a princess, stood on the balcony at Buckingham Palace with her parents for the traditional royal appearance. (People in London spontaneously gravitate to "Buck House" on great occasions—either national ones or births, marriages, or deaths in the royal family.) Later, it is said, she slipped away to dance and sing with the people thronging the Mall and Piccadilly Circus. That was in 1945, when she was nineteen years old.

At that time, Princess Elizabeth had already fallen in love. She met her future husband, who was then a leading cadet in the Royal Navy, when she was fifteen. Philip, formerly a Greek prince, is descended from Queen Victoria and is therefore

Princess Elizabeth's third cousin. Shortly before their engagement was announced in 1947, Philip took out British citizenship and became plain Lieutenant Philip Mountbatten. Subsequently, however, he became Duke of Edinburgh and later a British prince. The royal family bears the surname of Mountbatten-Windsor.

The royal couple's family life has been affectionate and happy. They have four children: Prince Charles, born in 1948, Princess Anne, born in 1950, Prince Andrew, born in 1960, and Prince Edward, born in 1964. Princess Anne, who is married to Lieutenant Mark Philips, was a member of the British equestrian team at the Montreal Olympics. The entire royal family gathered to watch the events after Her Majesty opened the games.

The two younger sons do not receive the publicity that is accorded the older two; Prince Andrew and Prince Edward are still at school. Prince Andrew, who is sixteen, is said to be called "The Clown Prince" by his family and is reported to have persuaded his mother to kick a football around with him on one of the lawns at Windsor Castle.

It is Prince Andrew who is at present attending school in Lakefield, Ontario. Prince Philip is said to favour an education that helps his sons feel part of the Commonwealth and its people, a vast difference from the policy followed only a few generations ago. Even the Queen has lived a far more sheltered life as a princess than her sons and daughter have done.

Life in a boys' school represents a tremendous change from the life the royal family must live in order to fulfil the functions of their office. Although the Queen and Prince Philip have done their utmost to maintain a relaxed and close-knit family life—and have apparently succeeded to a great extent—the fact remains that the royal family is surrounded by the vast machinery of royalty. For example, there are about thirty horses stabled at Buckingham Palace to pull the various state coaches in which the Queen rides on ceremonial occasions. The family also has access to planes (the Queen's Flight includes three planes and two helicopters), private cars, a private train of twelve cars, and the *Britannia*, which is the largest ocean-going yacht in the world.

Although Queen of Canada is one of Elizabeth's titles, this country does not contribute any money towards her expenses except when she is here on an official royal tour. Her visit in 1973, for example, cost Canadians an average of one and a half cents a head, although, to be practical about it, the tour brought in far more than that in tourist trade.

Most people, however, do not think of cost in connection with the panoply of royalty. For most Canadians, Queen Elizabeth II represents the promise of an earnest 21-year-old girl who dedicated her entire life to the welfare of her people. She has done just that.



# Medallions



Commemorative medallions have traditionally been used to mark such royal occasions as Queen Elizabeth's Silver Jubilee.

Queen Victoria, for example, distributed vast numbers of medallions when she celebrated her fiftieth and sixtieth anniversaries on the throne. There were even special ones for the policemen who had to manage the throngs of people who came from all parts of the world to cheer the elderly little queen.

Medallions were issued long before that, however. There is a difference between a medallion—which is distributed widely in order to celebrate a great event—and a medal. The latter is awarded to individuals in recognition of outstanding acts of courage. The first medal of this kind mentioned in history is a gold button sent by Alexander the Great to a Jewish high priest named Jonathan, as a tribute to his skill in leading Jewish troops in one of Alexander's campaigns. The date was the third century B.C.

We are talking, however, about commemorative or celebration medallions. One of the first we know about was distributed by Queen Elizabeth I after the Spanish Armada was defeated in 1588. Instead of giving medals for bravery, Queen Elizabeth decided to distribute celebration medallions because she felt that all her people had played a part in the victory of the tiny English ships over the enormous and powerful invading fleet of the Spanish.

One side of this medallion showed Queen Elizabeth I wearing a crown, necklace, and earrings, and a huge ruff around her neck. The Latin inscription can be translated as "enclosing the most precious treasure in the world". On the reverse side is a picture of a bay tree growing out of an island. Although they are surrounded by lightning, the tree and the island appear to be safe.

Less than a century later, the British House of Commons voted that celebration medallions should be issued to mark the victory of the Puritan army over the Scots at Dunbar. One side of this medallion shows the interior of the House of Commons; the other side portrays the Lord Protector, Oliver Cromwell, who demanded that his portrait, if used,

show "warts and all". This was not the first time Cromwell had made this demand: he was a Puritan and believed that flattering portraits constituted a sort of untruth.

Both these medallions were distributed by the rulers of the day. As time went on, governments distributed medallions less and less often. On occasion, public-spirited individuals did so, however. For example, after Nelson's victory at the Battle of the Nile in 1798, a man called Alexander Davison had medallions made for every officer and seaman who had fought with Nelson. These medallions were made of gold and silver, depending on rank, and their total cost was two thousand pounds. It would be difficult to translate this into modern terms, but it would be an enormous sum. The cost of his first gesture may have been the reason Mr. Davison decided to mark the victory at Trafalgar seven years later with medals made of pewter and copper. The crew members of *The Victory*, Nelson's flagship, were so insulted by the inferior quality of the Trafalgar medallions that they threw them into the ocean. Later another private citizen, Matthew Boulton, had new medals struck for the occasion: gold for the senior officers, silver for the junior officers, and, once again, pewter for the seamen. These were not thrown away and still exist in many private collections of medallions. The legend on them proclaims that they were the gift of Mr. Boulton and also includes Nelson's famous signal to his men, "England expects every man to do his duty".

Mr. Boulton was one of the last private citizens to distribute medals on a national occasion. Since Queen Victoria's day, medallions have been distributed by the government and usually mark some outstanding occasion—a coronation, a royal wedding, and, in 1967, Canada's one-hundredth birthday.



# The Commonwealth

The Commonwealth is a voluntary, informal association of independent sovereign states. It comprises one-quarter of the world's population and occupies one-fifth of its land area. Constituting a social, cultural, linguistic, racial, religious, and economic mosaic, Commonwealth countries accept Queen Elizabeth II as the symbol of their special association and as such as head of the Commonwealth.

The Commonwealth is governed not by a constitution but by a common commitment to certain principles and ideals. On various occasions, Commonwealth statesmen have spelt out some of these principles, and at a 1971 summit meeting in Singapore they endorsed a comprehensive Declaration of Principles. This declaration emphasizes the voluntary nature of the Commonwealth's membership and its multiracial character. It proclaims the Commonwealth countries' commitment to human liberty, racial equality and justice, economic and social development, and to international peace and

co-operation. In the declaration, the heads of Commonwealth governments express the belief that the Commonwealth can "expand human understanding and understanding among nations, assist in the elimination of discrimination based on differences of race, colour, or creed, maintain and strengthen personal liberty, contribute to the enrichment of life for all, and provide a powerful influence for peace."

Here is an excerpt from a speech about the Commonwealth made by Her Majesty Queen Elizabeth II on the occasion of her official welcome at Queen's Park in 1973:

The real measure of success of any community, whether in a modern, urban, industrial world or in primitive conditions, is the sense of freedom, the ability to participate in self-government and the social and cultural developments which make all its members feel that life is worth living.

It is a particular satisfaction to me that the Crown can be a powerful link between all the



nations of the Commonwealth.

But it is as Queen of Canada that I am here—Queen of Canada and of all Canadians, not just of one or two ancestral strains. I want the Crown to be seen as a symbol of national sovereignty belonging to all. It is not only a link between Commonwealth nations but between Canadian citizens of every national origin and ancestry.

The Crown is an idea more than a person and I want the Crown in Canada to represent everything that is best and most admired in the Canadian ideal. I will continue to do my best to make it so during my lifetime, and I hope you will all continue to give me your help in this task.

Another description of the Commonwealth comes from Sir Ahamadu Bello, speaking in Nigeria in 1960, the year the Commonwealth Economic Consultative Council set up the Special African Assistance Plan, which was designed to co-ordinate existing sources of aid:

In an uneasy world the Commonwealth represents an island of sanity where even the most deep-rooted differences can be discussed without rancour and where disagreements do not immediately produce violent words and threats.

Here is another comment on the Commonwealth, this one from Canada's former Secretary of State for External Affairs, the Honourable Allan J. McEachen. He was speaking to the Royal Commonwealth Society, Toronto, in November 1974.

The common values held by members transcend racial, religious, cultural and geographic perimeters. They ease relationships and understanding. They bind members, spanning all continents and stages of development, and embracing all races, in a mutual acknowledgement of equality. Above all the Commonwealth is concerned with people.

Officially this finds expression through the programs administered by the Commonwealth Secretariat. These programs, begun in 1969, include: the Commonwealth Foundation, established to increase exchanges between Commonwealth professional organizations; the Commonwealth Fund for Technical Co-operation, with its triple focus of technical assistance, education and training, and export development; the Commonwealth Youth Program, established in 1973 to involve young people in national development; and the Program for Applied Studies in Government, to provide training for middle- and senior-level government officials. Complementing this is the increased activity of non-governmental organizations in such diverse fields as medicine and law, science and education.

## Commonwealth Members

All Commonwealth countries accept Queen Elizabeth II as the symbol of their free association. As Head of the Commonwealth, the Queen is the visible symbol and embodiment of the special relationship that exists between Commonwealth nations. Member countries are listed below:

	Capital	Population	Date of Membership
Australia	Canberra	13 338 300	1 January 1901*
The Bahamas	Nassau	200 000	10 July 1973
Bengladesh	Dacca	71 479 071	18 April 1972
Barbados	Bridgetown	247 500	30 November 1966
Botswana	Gaborone	675 000	30 September 1966
Britain	London	55 968 300	
Canada	Ottawa	22 446 300	1 July 1867*
Cyprus	Nicosia	660 000	13 March 1961
Fiji	Suva	559 813	10 October 1970
The Gambia	Banjul	495 000	18 February 1965
Ghana	Accra	9 200 000	6 March 1957
Grenada	St. George's	110 000	7 February 1974
Guyana	Georgetown	830 000	26 May 1966
India	New Delhi	604 000 000	15 August 1947
Jamaica	Kingston	1 982 700	6 August 1962
Kenya	Nairobi	12 000 000	12 December 1963
Le Sotho	Maseru	1 181 330	4 October 1966
Malawi	Lilongwe	4 916 000	6 July 1964
Malaysia	Kuala Lumpur	11 930 000	31 August 1957
Malta	Valletta	297 600	21 September 1964
Mauritius	Port Louis	881 944	12 March 1968
Nauru	Nauru	7 000	31 January 1968
New Zealand	Wellington	3 100 000	26 September 1907*
Nigeria	Lagos	79 759 000†	1 October 1960
Papua New Guinea	Port Moresby	2 570 780	16 September 1975
Seychelles	Victoria	58 000	28 June 1976
Sierra Leone	Freetown	3 000 000	27 April 1961
Singapore	Singapore	2 219 100	15 October 1965
Sri Lanka	Colombo	13 180 000	4 February 1948
Swaziland	Mbabane	494 396	6 September 1968
Tanzania	Dar es Salaam	14 500 000	9 December 1961
Tonga	Nuku'alofa	90 000	4 June 1970
Trinidad and Tobago	Port of Spain	1 033 000	31 August 1962
Uganda	Kampala	10 500 000	9 October 1962
Western Samoa	Apia	151 251	28 August 1970
Zambia	Lusaka	4 500 000	24 October 1964

\*Date on which Dominion status was acquired.

†Provisional

The Commonwealth symbols listed below have been chosen because they have special appeal for children; they do not necessarily have official status. Children may choose their own symbols for other Commonwealth members.

Canada	maple leaf or beaver
Australia	kangaroo
New Zealand	kiwi
Bengladesh (Pakistan)	mosque
Sri Lanka (Ceylon)	tea chest
India	elephant
Malta	Maltese cross
England	lion or rose
Scotland	kilt or thistle
Northern Ireland	shamrock
Wales	harp or daffodil



A student's poems about  
Canada may suggest other  
forms of expression that could be  
pursued by students in expressing  
their feelings about Canada.

*Canada's Arctic*

I'd love to see the Arctic snow.  
And feel the icy cold winds blow.  
In Canada's Arctic where the polar bears roam.  
And thousands of caribou make their home.  
The Franklin Islands and the coast of Labrador.  
Parts of Quebec and much much more.  
The seals that swim in Frobisher Bay.  
Almost make me want to say,  
"Let's go to the Arctic where it's quite cold!"  
"Let's dance with a polar bear and be very bold!"  
"It will never matter it's as good as gold!"  
And we'd have a good time.  
(So I've been told.)

Robbie Prince  
Age 11  
Grade 6  
Roywood Public School  
Don Mills, Ontario



*C.P.R.—A Railway Across the Land*

From the assessment of land to the last spike.  
As large as it may seem.  
For Nova Scotians and Albertans alike.  
It was a national dream.

To build a railroad across the land.  
And link the country into one.  
It needed every helping hand.  
To pull it through and get it done.

John A. MacDonald did find out.  
That dreams can come out true.  
Though elections gave a mighty clout.  
He kept on coming through.

The boss of the entire railroad crew.  
Was Cornelius Van Horne (What a man!).  
To jobs like this he was not new.  
Perfection, that was his plan.

The Selkirk mountains were the main barrier.  
Just miles upon miles of rock.  
Major A. Rogers was the load carrier.  
With eyes as sharp as a hawk.

You've probably figured out what it was like.  
After finding a pass through the snow.  
Donald Smith drove in the vital last spike.  
The link that made Canada grow!

Robbie Prince





# Citizenship



What is a good citizen? The outline given below is intended only as a starting point for discussion, not as a definitive list. It is hoped that students will discuss each entry and then make their own lists of the characteristics that constitute a good citizen in both Canada and the Commonwealth.

A good citizen is one who:

1. *recognizes that citizenship imposes both rights and responsibilities and actively defends both, for his/her own sake as well as that of others;*
2. *believes in equality of opportunity for all people;*
  - recognizes that equality does not mean uniformity and thus respects individual differences;
  - values the diverse contributions of people of varying backgrounds and aptitudes to the quality of life in Canada and the Commonwealth;
  - strives to contribute his/her best effort as a citizen;
3. *upholds the idea of government by law, recognizing that laws are made by legislators who represent the citizens of the country and that laws exist for the protection of society, so that its members may enjoy fruitful and happy lives;*
  - acts on the principle that he/she has the right to speak, write, and work for the reversal of a majority decision but never takes the law into his/her own hands;
  - respects the persons, rights, and property of others: strives to avoid accidental damage to the property of others and repairs any damage he/she may have caused; believes in freedom of speech and opinion; makes promises or signs contracts only when there is reasonable assurance that he/she can fulfil them;
4. *accepts the premise that he/she has definite responsibilities to the local community, to the country, and to the Commonwealth;*
  - tries to achieve a balance between the demands of society and the rights of the individual;
  - gives time to community organizations and services at the local level and knows how to relate these activities to larger social units;
  - exercises his/her vote and tries to make this choice on as informed a basis as possible;
5. *assumes personal responsibility for the wise use of natural resources and the conservation of energy, taking care to avoid wasteful and careless habits.*

The Ontario Medal for Good Citizenship has been awarded each year since 1973. In announcing the creation of the award, Premier William G. Davis defined good citizenship as "the quality of an individual's response to membership in a community".

Mr. Davis also said:

In a society as complex and interdependent as ours, it is important, and I think timely, that we recognize the force for good exerted by many of our fellow citizens doing things that are generous and useful simply because they themselves feel they should.

The new Ontario Medal for Good Citizenship will be a means of affording this recognition and tribute to these citizens who, through their selflessness, humanity, and kindness, make this a better province in which to live.

Recipients of the award to date are:

- Dr. James Edward Anderson, Hamilton
- Mr. Joseph J. Bauer, Toronto
- Mr. Armand Belanger, Sudbury
- Miss Muriel Boyle, Sioux Lookout
- Mr. Wilson A. Brooks, Dunnville
- Mrs. Ann Byles, Ottawa
- Mr. Stephen Choma, Belleville
- Mrs. Ellen Cartmell, Toronto
- Chief Aglace Chapman, Big Trout Lake
- Miss Laurie Corkery, Ottawa
- Mr. Myron Benedict Cryan, St. Thomas
- Mrs. Clara Detzenroth, Southampton
- Father Wilfred Dumont, Sandy Lake
- Mrs. Jen Eady, Atikokan
- Miss Jenny Feick, Kitchener-Waterloo
- Mr. Ralph Finkle, Clarkson
- Mrs. Pansy Forbes, Peterborough
- Dr. Ford Goodfellow, Westport
- Mrs. G. D. M. de Groot, Carrying Place
- Mr. Ray Halward, Hamilton
- Miss Colleen Higginson, Ottawa
- Mrs. Isabella Linton, Mississauga
- Mrs. Jean McCann, Barrie
- Mrs. Viola McCarthy, Chalk River
- Mr. Leslie McKerral, Woodstock
- Mr. Norman Mitchenson, Niagara Falls
- Mr. Nicholas Munk, Toronto
- Mrs. Thelma Powell-Brown, Downsview
- Mr. Alton C. Parker, Windsor
- Mr. Francis Pelletier, Thunder Bay
- Mr. Peter Ramsay, Madoc
- Mr. Gus Ryder, Toronto
- Mr. Harvey C. Reddick, Niagara Falls
- Mr. Donald Rope, Cambridge
- Mrs. Catherine Schumilas, St. Agatha
- Miss Mary Staddon, Fort Erie
- Miss Lynn Upton, Aylmer, Quebec
- Miss Peggy Ann Walpole, Toronto
- Mr. Joseph Edward Ward, Thunder Bay
- Mr. Robert C. S. Williams, Bramalea
- Mrs. George Williamson, Trenton
- Miss Barbara Zarzycky, Lucerne, Quebec





Government  
Publications

# The Queen's Silver Jubilee



Queen Elizabeth II





# The Queen's Silver Jubilee

The Silver Jubilee of Her Majesty Queen Elizabeth II should be an occasion that Ontario students will remember for the rest of their lives.

It is hoped that all schools in Ontario will plan a ceremony to mark Her Majesty's anniversary on May 20th, the Friday preceding the Queen's official birthday. The highlight of all such ceremonies should be the presentation of the Jubilee medallions to the students. As previously announced, medallions will be delivered to schools a few weeks before May 20th. In some schools, the students may also want to plant a tree as a living memorial to an historic occasion and a fitting symbol of



the Queen.

The ceremony should be the result of planning by both teachers and students and should reflect the classroom activities through which students have gained a clear understanding of the place of the monarchy in Canada. This booklet suggests activities for the classroom, as well as music that may be used in the

ceremony. It is hoped that students themselves will sing or play the anthems and patriotic songs that seem suitable to them for this occasion. In some schools, the students themselves may compose the songs or poems used at the ceremonies.



# Twenty-Five Activities for a Twenty-Fifth Anniversary

While the Commonwealth can be considered in many contexts, this booklet is concentrating on the concept of *the Commonwealth as a family*. This concept is valid at any age level. Older students can investigate it at considerable depth, possibly discussing the role played by the head of state within the constitution. Younger students can study the same concept, that is, a family of nations to which each of us belongs, thus laying a valid base for further learning in future years.

The concept of *the Commonwealth as a family* can be introduced through class discussion. Students might explore one or more of the following ideas, possibly applying them both to their own families and to the Commonwealth.

- The Queen is head of the "family".
- The "family" may be scattered throughout the world.
- Family members help one another.
- Disagreements among family members are worked out peaceably—usually with some compromise but certainly without the use of force.
- Family members come together to celebrate special events such as the Queen's Silver Jubilee and the Commonwealth Games.
- Family members grow up and become independent but still remain part of the family.

Any of the above ideas may be expanded through research conducted in the school or in the local library. The ideas suggested above might be expanded by one of the



twenty-five activities listed on the following pages.

**1** Students might collect pictures of the Queen's own family and of her Commonwealth family. Such a collection could be mounted on a wall or moveable screen or entered into a souvenir booklet. For older students, labels might include notes of explanation for each picture. The montage or booklet could be presented as part of the final ceremonies.

**2** Students might also find a world map and mark the members of the Commonwealth on it, perhaps in red crayon. The map might form part of the montage mentioned above or it might be a separate project.

**3** A flag parade is another possibility. The parade, which would form part of the final celebration, would require considerable preparation. Each child would take the part of one member of the Commonwealth and make either a flag or a symbol to carry. Each one could read a few sentences on the way people live in the part of the Commonwealth he or she has chosen. Where there are children from other parts of the Commonwealth in a class, they should take the part of their own homelands; this would give authenticity to the parade and would also give the newcomers a feeling of belonging.

**4** The flag parade could be combined with a ceremony built around a birthday cake (either a real one or one made of cardboard). Cake decorations could be suggested and made by the students (a crown, a number "25", a figure of the Queen, medallions depicting representative aspects of her life or possibly aspects of life in Canada that the Queen would like to know about). The flags or symbols carried in the parade could be inserted in the cake or around it (depending on size) as a grand finale.

**5** The flag parade and birthday cake ceremony can be expanded to include music. The book *Songs of the Commonwealth* (Gordon V. Thompson) is recommended.

**6** Some of the books listed in the bibliography will supply information on the folklore of Commonwealth countries. These stories could be told as part of the project or they could be acted out, thus increasing general knowledge of Commonwealth countries.

**7** Students of the Intermediate and Senior divisions might debate a topic related to the Commonwealth. One student, or a group of students, could investigate a single Commonwealth country with a view to representing it during the discussion of selected topics. In this case,



students would have to do a considerable amount of reading in advance so that they could interpret the viewpoint of a particular country during discussion of such topics as "The Role of the Queen", "The Possibilities of a Central Parliament for the Commonwealth", or possibly "Multiculturalism as an Aspect of the Commonwealth".

**8** Students could consider the question of national anthems. They could, for example, compare "O Canada" and "God Save the Queen" with other patriotic and Commonwealth songs. Students could also write new words for one of the other patriotic songs and discuss whether it could be used as a national anthem: Does it represent all the people of Canada or is it symbolic of only one part of the country? Why do people stand up when the national anthem is played?

**9** Medallions provide a useful and flexible form of art work. Their historic connection with occasions such as the Queen's anniversary is unassailable. Medallions can be made of paper, ceramic, wood, or the centre pieces of old records, sprayed with gold and silver. They lend themselves to individual effort or team work, and can be grouped to form a wall decoration or pinned on the student's shoulder. They can also be used for various kinds of role-playing. Medallions can be used for various kinds of design, perhaps suggested by pictures of royalty, parts of the Commonwealth, local scenes that students think might interest the Queen, or perhaps events in the life of the Queen. Thus, medallions can be part of a series or can be individual works of art.

**10** Clothing design can also form part of a Silver Jubilee project. Students could find pictures of Queen Elizabeth's coronation gown or wedding dress, or could visit museums, where this is practicable, to see royal dresses on display. Then they could design a dress for the Silver Jubilee ceremonies. Students could also design a Commonwealth tie or cuff-links.

**11** Small children might like to make a "TV set" out of a paper box (just cut a square piece out of the front to represent the screen). The life of Queen Elizabeth II could be drawn on a long sheet of paper attached to rollers. When the rollers are turned, the sequence of events becomes apparent. The children might write some narration to go along with the pictures or they could write captions to be inserted under the pictures. The project could be accompanied by music chosen by the students themselves.

**12** A study of stamps will foster students' powers of observation and expand their knowledge of the Commonwealth. Many classes will include students who can supply stamps; in other cases, teachers may have to obtain them. Stamps can be put on slides and reproduced in magnified form to allow more thorough examination. What is revealed about the country of origin through this study can provide starting points for research and discussion. Finally, the stamps themselves can be put on a map of the world so that students may see where individual Commonwealth countries are.

**13** In order to emphasize the links among Commonwealth countries and the concept of helping other members

of the family, children could decide, as a class project, to help a needy school in a less developed part of the Commonwealth (in most communities, a number of organizations can supply the information required). Children could, for example, raise money to buy a tape recorder or a record player for another school. A report of this project and the accompanying correspondence could form part of the Silver Jubilee celebrations.

**14** Creative writing can form a large part of the studies preceding the celebration of the Queen's Silver Jubilee. Children can compose poems, stories, and plays on the *Commonwealth as family* theme. Other themes might be used as well; for example, if a school decided to celebrate the Jubilee by planting a tree, students could explore the symbolism—the relationship between a tree that will remain standing for generations and the tradition of royalty, the significance of roots deep in the soil (as with royalty), and so on. Then they could write poems to express their feelings.

**15** Students could also compose the front page of an imaginary newspaper to show specific events in the life of Queen Elizabeth. One such front page, for example, might be dated April 21, 1926—the date of the Queen's birth. Students might find out what other news stories would have been featured in a newspaper of that date. The same might be done with the dates of the Queen's wedding to Prince Philip and of her Coronation.

**16** Older children might create cross-word puzzles based on words that apply to Commonwealth affairs. Puzzles might include such words as *self-rule*, *colony*, *dominion*, *free association*, *monarch*, *allegiance*, and *autonomy*. Each puzzle could be created by a committee, and, of course, each committee would try to solve a puzzle done by another group.

**17** "Women of the Commonwealth" would also make a good topic of study. The Queen herself is an obvious example. Possibly the project could include research on other Commonwealth women such as Margaret Thatcher, Mrs. Gandhi, and Mother Theresa of Calcutta.

**18** In view of Prince Andrew's recent arrival in Canada, students might role-play a conversation with him. What would he find different in a Canadian school from what he is used to? What would he find the same? Clippings from the daily newspaper over a period of six or seven weeks might yield some answers—and also some questions.

**19** Many of the projects suggested so far would lend themselves to the production of a souvenir booklet of the Silver Jubilee. The idea of collaboration among a number of students would emphasize the idea of the Commonwealth as a family. Such a booklet would also have the advantage of permanence. Students would feel that they were contributing to something that would stay in the school after they themselves move on.

**20** Students might list the characteristics of the good citizen. The emphasis in such a project should be on individual responsibility. Both Canada and the Commonwealth are made up of individuals; to make both the best that is possible, each individual should be a good citizen.

**21** From the citizenship project might come the idea of citizenship awards—a medallion for the citizen of the week in the class or in the school, for example. The desired characteristics of the award-winner should be decided in advance. For older students, this idea might be adapted by examining the list of people who have received citizenship awards from the Province of Ontario. Students might find out the story behind one or more of the awards and discuss the concepts of good citizenship that seem apparent. The same idea can be adapted for small children by the use of “fuzzies”—that is, little cardboard or cloth face-medallions (smiling, of course). Each child would have an envelope into which a fuzzy would be dropped in recognition of “good citizenship deeds”. If fuzzies are awarded by other children, the teacher should make sure that all children get a reasonable share and that explanations are attached. If the teacher makes the awards, the problem of including everyone is automatically solved.

**22** Students could work on a Child’s Bill of Rights—or a Student’s Bill of Rights. It is important to stress that all *rights* bring responsibilities with them.

**23** Children could prepare a puppet play in which the main character is a good citizen who carries out the responsibilities of citizenship well. The teacher might start things off by giving the children one-line plots as a basis from which to develop the play.

**24** In Europe, youth hostels provide cheap accommodation and a place where young people of differing nationalities can exchange views and become acquainted. Students could imagine that a chain of hostels was to be set up in Canada for Commonwealth students. Where would they put them? If the Commonwealth hostel chain were extended to other countries of the Commonwealth, where would they be established? Students could mark the proposed hostels on maps and outline their reasons for placing them there. They could also work out possible budgets for inexpensive but interesting student tours radiating from the proposed hostels, indicating what they would like to see and what they would be likely to eat.

**25** For the final activity, it is hoped that teachers will work out some ideas of their own and that they will be willing to share those that are particularly successful. Teachers who wish to share their ideas with other teachers should write to:

Ministry of Education  
Curriculum Branch, 16th Floor  
Mowat Block, Queen’s Park  
Toronto, Ontario  
M7A 1L2

## Resource Materials

### Books

#### *Folklore of Commonwealth Countries*

##### *Africa*

Arkhurst, Joyce. *The Adventures of Spider*. Boston: Little, Brown & Co., 1964.

French, Fiona. *Aio, the Rainmaker*. London: Oxford University Press, 1975.

##### *Australia*

Brunato, Madeleine. *Worra and the Jilbruke*. London: Muller, 1972.

Gough, Irene. *The Golden Lamb*. Minneapolis: Lerner Publications Co., 1966.

##### *Canada*

Fowke, Edith. *Folklore of Canada*. Toronto: McClelland & Stewart, 1976.

Quinton, Leslie. *The Lucky Coin and Other Folk Tales Canadians Tell*. Toronto: McClelland & Stewart, 1972.

##### *England*

Brown, Marcia. *Dick Whittington and His Cat*. New York: Scribner’s, 1950.

##### *India*

Gobhai, Mehli. *Usha the Mouse-Maiden*. New York: Hawthorn Books, 1969.

Saxe, John G. *The Blind Men and the Elephant*. New York: McGraw-Hill, 1963.

##### *Malaysia*

Colwell, E. *The Dragon of Kinabalu*. Agincourt: Dominie Press, 1976.

Colwell, E. *The Magic Princess*. Agincourt: Dominie Press, 1976.

##### *New Zealand*

Bowes, Clare. *The Man From Inverness*. Minneapolis: Lerner Publications Co., 1969.

Colwell, E. *Uenuku and the Rainbow*. Agincourt: Dominie Press Ltd., 1976.

##### *Singapore*

Colwell, E. *The Redhill*. Agincourt: Dominie Press, 1976.

Colwell, E. *The Raja’s Crown*. Agincourt: Dominie Press, 1975.

##### *West Indies*

Coatsworth, Elizabeth. *Lonely Maria*. New York: Pantheon Books, 1960.



### **Citizenship**

Bulla, Clyder. *The Poppy Seeds*. New York: Thomas Y. Crowell Co., 1955.

Canada, Department of Secretary of State. *Guide to Canadian Citizenship*. Ottawa: Queen's Printer, 1967.

Clymer, Eleanor. *The Big Pile of Dire*. New York: Holt, Rinehart & Winston, 1968.

Evans, A. "Issues of Citizenship". In *Canada: Toward Tomorrow*. Scarborough: McGraw-Hill Ryerson, 1976.

Lessor, Richard. *Fuzzies*. Niles, Ill.: Argus Communications, 1971.

Mitchener, E. "Citizen and Government". In *Forging a Destiny*. Agincourt: Gage, 1976.

Munro, I. *Canadian Studies: Self and Society*. Rexdale: Wiley, 1975.

Dr. Seuss. *Horton Hears a Who*. New York: Random House, 1954.

Smith, Whitney. *Flags Through the Ages and Across the World*. New York: McGraw-Hill, 1975.

Ungerer, Tomi. *Allumette*. New York: Parents' Magazine Press, 1974.

### **The Queen**

Davis, R. *Elizabeth the Queen*. London: Collins, 1976.

Liversidge, Douglas. *Queen Elizabeth II: The British Monarchy Today*. London: A. Barker, 1974.

MacKinnon, Frank. *The Crown in Canada*. Toronto: McClelland & Stewart, 1976.

### **The Commonwealth**

Liversidge, Douglas. *A British Empire and Commonwealth of Nations*. London: F. Watts, 1971.

### **Radio Programs**

There will be two school broadcasts on the subject of the Silver Jubilee in the week ending May 20:

#### ***Tuesday, May 17, 1977 (2:00 p.m.)***

A special OECA school radio program outlines the historical aspects of the Victoria Day holiday and Queen Elizabeth the Second's Silver Jubilee.

#### ***Wednesday, May 18, 1977 (2:04 p.m.)***

School children from all over Ontario talk about what the Silver Jubilee celebrations mean to them. All school children are invited to take part in this program; contact OECA School Radio, Box 200, Station Q, Toronto, Ontario, M4T 2T1.

### **Other Resources**

#### ***Canada and the Commonwealth***

The federal government has prepared a booklet entitled *Canada and the Commonwealth*, which is available free of charge to teachers who write to the Department of External Affairs in Ottawa. A series of 80 slides, also prepared by the federal government, may be borrowed from the depository library nearest your school.

#### ***Elizabeth II: The Work of the Queen***

A Jackdaw entitled *Elizabeth: The Work of the Queen* is available from Clarke, Irwin in Toronto. This Jackdaw contains reproductions of official documents, illustrations, and text matter on the Queen and the royal family. The cost is \$3.75.

#### ***Music***

*Canadian Vibrations Canadiennes*. Edith Fowke and Richard Johnston. MacMillan Co. of Canada, 1966. (Book)

Folk Songs of Canada. Edith Fowke and Richard Johnston. Waterloo Music Co., 1965. (Book)

"It's a Small World". Richard and Robert Sherman. Wonderland Music Co., 1963. (Sheet Music)

*Maple Sugar: Songs of Early Canada*. Springwater Productions Ltd. (Record)

National Anthems and Their Stories. Disneyland Records. (Record)

*O Canada*. GLC Publishers. (Record)

"Up With People". Paul and Ralph Collwell. Heritage Press. (Sheet Music)

#### ***Films***

The wide selection of films available from the National Film Board of Canada includes the following:

*Canadians Can Dance*. 35 mm & 16 mm, colour, 22 min.

*Colours from the Queen*. 16 mm, colour, 20 min.

*Dear Joe*. 16 mm, colour, 27 min.

*The Family Prince*. 16 mm, colour, 57 min.

*Helicopter Canada*. 35 mm & 16 mm, colour, 50 min.

*Here in Canada*. 35 mm & 16 mm, colour, 24 min.

*The Hoarder*. 35 mm & 16 mm, colour, 7 min.

*Jet Pilot*. 16 mm, colour, 17 min.

*The Story of the St. Lawrence Seaway*. 16 mm, colour, 13 min.

*The Queen, the Chef and the President*. 16 mm, colour, 23 min.

# The Queen's Silver Jubilee







